



## Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact [support@jstor.org](mailto:support@jstor.org).

## BOOK-NOTES

---

GREGORY, ALLENE. *The French Revolution and the English Novel*. New York: Putnam, 1915. Pp. xi+337. \$1.75.

One approaches comment on this book with a certain hesitancy. The intent of the book is so excellent that the charitable reader would give it commendation if he could; but a fair estimate must confess that as a piece of writing it totally lacks style and as a study of the English novel it is neither profound nor convincing. In fact, the main defect of the volume seems to be a continued inability to get to the bottom of things. The introductory chapter is very sketchy and indefinite, and while the material is there, in the body of the work, one has a curious sense that the writer is continually missing the meaning of it. Too much space is given to outlining plots, and too little to making literary trends of the period concrete and significant. The bibliography appended is complete.

JAMES, EDWARD, and HUNT, ARTHUR ELLSWORTH. *Elementary Human Biology*. New York: Macmillan, 1915. Pp. xii+194. \$0.65.

Part III of the authors' *Elementary Biology*. Simple experiments and selected readings are special features of each chapter. Unusually effective for the brief space allotted them are the chapters on bacteria, foods, stimulants, and narcotics. Plans are outlined for a simple laboratory equipment. Some attention is given to great biologists, and the human value of biology is stressed throughout. As a whole the book represents the presentation of much accurate information in very small compass.

PACE, ROY BENNETT. *American Literature*. Boston: Allyn & Bacon, 1915. Pp. viii+281.

———. *Readings in American Literature*. Boston: Allyn & Bacon, 1915. Pp. viii+365.

Companion volumes, adapted for high-school use. Noteworthy is the prominence given to southern writers, and the facsimiles of interesting documents, etc. The treatment of recent American literature (i.e., after Holmes) seems, however, very inadequate, and no attempt is made to guide the pupil's reading in this field. The book of selections contains the usual variety.

MANFRED, M. E. *Ein praktischer Anfang*. Boston: D. C. Heath & Co., 1914. Pp. xxv. \$1.10.

An excellent instance of the reform method at its best. Entirely in German, except—of course—the English exercises. Nouns, adjectives, etc., are taught by objects, and verb forms by action. The vocabulary is largely made up of "common" words.

MORT, FREDERICK. *The British Isles*. Cambridge: University Press, 1914. Pp. xi+231.

This British geography might well be given to an American class to clear up the obscurity which envelops, for the average high-school student, the interior of the

British isles. Illustrated, with photographs, diagrams, and maps. The style is very clear and simple.

KELLEY, F. J. *Teachers' Marks, Their Variability and Standardization*. New York: Teachers College, Columbia University, 1914. Pp. 139. \$1. 50.

A study of standards of marking in elementary schools, high schools, and colleges, and of the marking of examination papers; and an analysis of standard tests as aids in standardization.

PURIN, C. M. (ed.). *Storm's Immensee*. New York: Scribner, 1915. Pp. xi + 150.

Editions of *Immensee* we have always with us. The present exemplar is designed for "classes taught by the Reform Method," and contains 29 "grammatische Übungen" and vocabulary.

SHEAFFER, W. A. *Metropolitan System of Bookkeeping*. Parts I and II. Chicago: Metropolitan Text Book Company, 1914. Pp. x+210. \$1. 25.

A carefully graded attempt to teach bookkeeping progressively. . Open to criticism as a piece of book-making on the score of cheap paper.

SCOTT, JONATHAN FRENCH. *Historical Essays on Apprenticeship and Vocational Education*. Ann Arbor: Ann Arbor Press, 1914. Pp. 96.

Deals only with England, with special emphasis on the apprenticeship system. A selected bibliography is included. Paper.

KNIGHT, MARIETTA. *Practice Work in English*. New York: Longmans, Green & Co., 1914. Pp. 206. \$0.60.

Exercises in grammar, use of words, sentence structure and forms of discourse, garnered from actual classroom work.

RICHARDSON, E. C. *Biblical Libraries, A Sketch of Library History from 3400 B.C. to 150 A.D.* Princeton: Princeton University Press, 1914. Pp. xvi+252. \$1. 25.

Of possible interest as a reference book for the high-school library.

JUNKER, H. P., and BORNEQUE, HENRI (eds.). *Molière, Les Précieuses ridicules*. Leipzig: B. G. Teubner, 1913. Text: Pp. 50. M. 0.55. Notes: Pp. 24. M. 0.40.

Paper covers for text and notes. Entirely in French.

MANCHESTER, RAYMOND E. *The Teaching of Mathematics*. Syracuse: C. W. Bardeen, 1913. Pp. 75.

Fine writing of very little value.

*Journal of Proceedings and Addresses of the Fifty-second Annual Meeting of the National Education Association*. Ann Arbor: Published by the Association, 1914. Pp. xii+928.